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History's Mysteries Demystified: Becoming a Psychologist–Historian

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More than 40 years ago, psychologist–historian Robert Watson argued that the study of history was of particular salience to psychology. In this article we explore the relationship between psychology and history and argue that the psychologist–historian plays a vital role in the discipline of psychology. We provide a brief overview of the emergence of the history of psychology as a professional subdiscipline, describe who psychologist–historians are, explain why they are needed, and detail how to join their ranks. We argue that increasing historical sophistication among psychologists will have beneficial effects on research and teaching, and we invite all psychologists to participate in the making of psychology's history.

None of us can escape history. . . . History cannot be denied; the choice is between making it a conscious determinant of our behavior as psychologists, or allowing it to influence us un-awares. There is no other alternative. (Watson, 1966, p. 64)

More than 40 years ago, psychologist–historian Robert Watson suggested that the study of history was of particular salience to psychology. As the study of human experience and thought, he argued, history adds another dimension to the science of psychology. As he noted, “psychology is in a position to profit

from the study of history, since psychology in itself, is still another view of human behavior and experience” (Watson, 1966, p. 64). In an even earlier article in the *American Psychologist*, he identified history as a neglected area and gently accused American psychologists of both geographic and historical provincialism. He made a plea for psychologists’ greater attention to and competence in history (Watson, 1960). Subsequently, Watson probably did more than any other single person to establish the history of psychology as a professional subdiscipline within psychology (see Evans, 1982; Hilgard, Leary, & McGuire, 1991; Watson, 1975).

Although Watson's scholarly contributions to the history of psychology now appear somewhat dated, and most contemporary psychologists probably do not recognize his name, his basic idea that history and psychology have much to offer one another remains a vital one. It continues to be cultivated by historians of psychology to extremely fruitful intellectual ends. As Kurt Danziger noted, "Human subjectivity, the reality behind the objects of psychological investigation, is itself strongly implicated in the historical process, both as agent and as product. Moreover, the history of psychology and the history of human subjectivity are not independent of one another. . . . So the grounds for claiming a certain priority for history are much stronger in the case of psychology than in the case of the natural sciences" (Danziger, 1994, p. 475). Roger Smith, an eminent historian of the human sciences, has also addressed the relationship between psychology and history. He has done so by focusing on the implications of reflexivity for this relationship (as have others; see Gergen, 1973; Morawski, 2005). To briefly characterize his argument, he pointed out that because knowledge about the self changes the self, psychology's very object of empirical investigation is changed in the process of psychological investigation and theorizing. Historical methods allow us to examine this process, so history is itself a form of self-knowledge without which psychology remains incomplete (Smith, 2007).

Historian Peter Stearns (2007) stated that "all definitions of history's utility rely on two fundamental facts (1) History helps us understand people and societies and (2) History helps us understand change and how the society we live in came to be" (pp. 5–7) and added that historical research "focuses attention on the complex processes of social change including the factors that are causing change around us today" (p. 10). Psychological knowledge and practice are themselves social products that are heavily implicated in the complex processes of social change that Stearns alludes to. As some historians of psychology have pointed out, the cultural authority of psychology is now a taken-for-granted, even invisible aspect of life in many parts of the world, especially in North America (see Herman, 1995; Rose, 1992; Ward, 2002). Finally, British historian of psychology Graham Richards put it this way: "For the historian of Psychology who is also a psychologist, the discipline's history

is therefore in itself a psychological phenomenon. . . . [W]e are looking at Psychology's role in the dynamic psychological process by which human nature constantly recreates, re-forms, and regenerates itself" (Richards, 2002, p. 7).

Despite these compelling arguments for the synergy between psychology and history, it is clear that history and historical methods do not often inform the day-to-day work of the psychological scientist. Historians of psychology have come to occupy a relational position vis-à-vis their nonhistorian colleagues not unlike that between any two specialists in different subdisciplines in an increasingly fragmented field. Just as the social psychologist may not have the time or the need (at least in terms of her ability to publish research in her own field) to find out the latest developments in, for example, physiological psychology, one would not expect that she would necessarily seek out relevant historical research. However, one could argue that there is an important difference between the relationship between any two subfields in psychology and the relationship between any one subfield and history. Whether you are a social psychologist, physiological psychologist, developmentalist, or clinician, odds are there is a body of historical scholarship on your field, topic, or concern. Additionally, knowledge of this scholarship or a historical sensibility toward your research may appreciably enhance your ability to make novel contributions, avoid past errors, and perhaps even ask your research questions in subtly different ways.

Now that the history of psychology has become its own specialized area, practiced both by psychologists trained in historical methods and by professional historians, have insurmountable barriers been erected between those indoctrinated into this small circle by virtue of formal training and experience and those who have an avid interest but no formal training in history? Our position is that all psychologists can benefit from and potentially contribute to the history of psychology. Furthermore, the history of psychology has much to gain from the increasing and increasingly sophisticated participation of psychologists across specialties. As Danziger pointed out,

People who have training in psychology and then enter into history have an advantage over the professional historians in that these people

would typically have had a hands-on, direct experience of what it is like to do psychological research or to be engaged in professional practice. They will know what it is like from the inside, sometimes through years of experience. They are in a position, at least potentially, to communicate with their fellow psychologists in a way that perhaps professional historians cannot do. (cited in Brock, 2006, p. 5)

Donald Dewsbury (2003), a prominent comparative psychologist and historian of psychology, described three different profiles characterizing psychologists' involvement with history: the dabbler, the retread, and the straight-liner. Dabblers are well trained in other fields of psychology but have an interest in the history of psychology as an add-on to their main line of work. Retreads may begin as dabblers but become more and more passionate about history. They begin to study historical methods and become more engaged in the professional world of historians of psychology, eventually putting their previous research area aside to focus almost exclusively on historical scholarship. Finally, Dewsbury defined the straight-liners as a more recent invention, made possible with the advent of graduate programs in the history of psychology. Straight-liners identify their interest in history at an early stage and seek out graduate training in the field. Importantly, Dewsbury stated that "the work of these different historians is all useful" (Dewsbury, 2003, p. 144) and noted that each group brings a slightly different sensibility to their historical work. In this article, we hope to provide information that will be especially helpful to the first two groups, dabblers and retreads, although students considering a straight-line approach will also find some useful information.

In this article we have four primary aims: to provide a brief, updated disciplinary overview of the origins and development of history of psychology; to explain why it is important to have psychologist-historians in every department of psychology; to offer a series of practical suggestions for how any interested psychologist can become a psychologist-historian; and to enumerate the professional resources that are available to those who wish to pursue this vocation. We will start by providing a brief history and overview

of the emergence and development of the history of psychology to familiarize readers with the field.

History of psychology: Origins and development

In 1991, Ernest Hilgard, David Leary, and Gregory McGuire wrote a chapter on the history of psychology for the *Annual Review of Psychology* series.¹ In this chapter they provided an excellent overview of the history of the history of psychology, with sections on representative authors and books, historiography, and teaching. To date, it is the only such chapter that has appeared in this series.² In this section, we summarize some of the material covered in their 1991 review, supplemented with developments in the field that have occurred over the past 15 years.

As Hilgard et al. (1991) pointed out, shortly after psychology was established as a scientific discipline in the late 1800s, synoptic accounts of its history began to appear. One of the first American textbooks was G. Stanley Hall's *The Founders of Modern Psychology* (1912). Hall was also the founder of the *American Journal of Psychology*, so it seems fitting to mention his work. However, the best-known psychologist-historian is probably Edwin G. Boring, who in 1929 published his now-classic *History of Experimental Psychology*. A second edition of Boring's book appeared in 1950. Boring excised large areas of psychology (i.e., applied or professional psychology) from his account, a strategy that was particularly problematic because, until recently, his textbook served as the template for subsequent history of psychology textbooks (O'Donnell, 1979). At midcentury, much of the historical work in psychology was concerned with the great men and great theories of experimental psychology and was often celebratory or ceremonial in nature. It was not until the late 1960s, in part spurred by the increasing professionalization of the history of psychology as a field and in part by developments in the history of science generally, that the shortcomings and limitations of an exclusive reliance on this kind of history began to be discussed. In 1966, historian of science Robert Young surveyed the existing histories of the behavioral sciences and proclaimed them largely presentist, beset by perseveration (the same stories were being told time and time again), and concerned almost exclusively with great men, great ideas, and great dates (Young, 1966).

This was a call to arms in a subdiscipline that was

just beginning to formally coalesce. The watershed year for the history of psychology was 1965. In that year, the American Psychological Association (APA) Division 26, History of Psychology, was formed. The Archives of the History of American Psychology in Akron, Ohio, was established. The *Journal of the History of the Behavioral Sciences (JHBS)* was founded, with Robert Watson as its first editor. Two years later, in 1967, the graduate program in the history and theory of psychology at the University of New Hampshire was opened, followed a year later by the founding of another professional organization, Cheiron, the Society for the History of the Social and Behavioral Sciences (with which *JHBS* became affiliated). Further developments unfolded internationally in the decades that followed (see Table 1 for a full time line of these developments).

By the late 1960s, the institutional presence of the history of psychology was well established, at least in the United States. However, as Laurel Furumoto

(1989) noted, it was not until the mid-1970s that historians of psychology began to act on Young's critique and produce scholarship that moved beyond ceremonial aims and could appropriately be called critical history. Psychologists became more aware of the distinctions between institutional, biographical, social, cultural, and intellectual history and of the challenges of combining internalist (insider) with externalist (outsider) vantage points. She explained that critical histories tended to be more contextual, inclusive, and historicist than traditional histories. Furumoto also noted that practitioners of the new, critical history were more likely to use archival and primary documents in order to avoid repeating anecdotes and myths that tended to pass from one textbook generation to the next. She noted that Franz Samelson (1974) had recently highlighted the origin myth process, the retrospective selection of great thinkers and classic experiments to buttress the legitimacy of present views and to impart a sense

TABLE 1. Developments in the professionalization of the history of psychology

Year	Founding event
1965	APA's Division 26, History of Psychology <i>Archives of the History of American Psychology</i> <i>Journal of the History of the Behavioral Sciences</i>
1967	Graduate program in the history and theory of psychology at the University of New Hampshire
1968	Cheiron, the Society for the History of the Social and Behavioral Sciences
1979	<i>Storia e Critica della Psicologia</i> (Italy)
1980	<i>Revista de Historia de la Psicología</i> (Spain)
1981	Graduate program in the history and theory of psychology at York University in Toronto
1982	Cheiron Europe (now the European Society for the History of the Human Sciences)
1984	History and Philosophy of Psychology Section of the British Psychological Society
1988	History and Philosophy of Psychology Section of the Canadian Psychological Association <i>History of the Human Sciences</i> journal
1989	Historical section of the German Psychological Association Forum for the History of the Human Sciences of the History of Science Society
1998	American Psychological Association establishes APA historian position <i>History of Psychology</i> , the official journal of Division 26
2004	British Psychological Society's History of Psychology Centre officially opened History and Theory of Psychology Student Network (http://www.yorku.ca/htnet/)
2007	Theory and History of Psychology program in the Psychology Department, University College Dublin

of continuity and tradition about the development of psychology. Benjamin Harris (1980, p. 219) also emphasized the importance of addressing the issue of “what constitutes a good historical question” and suggested that historians broaden their focus beyond narrative description and ceremonial accounts to more analytical tasks.

The 1990s saw the proliferation of increasingly sophisticated textbooks and specialized monographs and a burgeoning journal literature by both psychologist-historians and professional historians. Although Hilgard et al. noted in 1991 that the number of publications concerned with teaching the history of psychology remained modest at that point, this too has changed, largely through the development of online resources. In addition to the print resources mentioned in the 1991 review (e.g., Benjamin, 1979, 1981; McGuire, 1990; Raphelson, 1982), Ludy Benjamin published two editions of *A History of Psychology in Letters* (1993, 2006), which enable teachers to expose students to the joys of archival research without leaving the classroom and provide researchers with a window on the archives without leaving the office. In 2001, Hendrika Vande Kemp compiled a bibliography of references from the psychology journal literature on teaching the history of psychology that includes more than 100 articles.

As for the status of the history of psychology course itself, a survey by Perlman and McCann (1999) reported that as of 1997, a history and systems course was being offered at 82% of the doctoral institutions they surveyed and at 54% of institutions overall (including doctoral, comprehensive, baccalaureate, and 2-year colleges). At all types of institutions the percentages had increased since similar data were collected in 1975. Fuchs and Viney (2002) provided a turn-of-the-century status report on the history course and concluded that although the course was being offered regularly in most departments of psychology and was often required of majors, it was almost never taught by instructors who were actually publishing and doing research in the field. They concluded, “The continued vitality of scholarship in, and the teaching of, the history of psychology will depend on the future involvement of psychologists who believe that, as one of our respondents expressed it, ‘nobody should be called a psychologist without a thorough background in history’” (p. 13).

Why every department needs a psychologist-historian

As the diversity and specialization within psychology continue to increase, the historical perspective may be even more important, as the only vantage point from which we might maintain some sense of coherence in the field. (Hilgard et al., 1991, p. 100)

The field of psychology has become an increasingly fractionated and complex enterprise, encompassing the ever-changing facets of human behavior. As G. W. F. Hegel (1837/1953, p. xii) noted, history is the “movements of the idea.” The history of psychology comprises the record of the movements of human ideas in the context of the science that attempts to understand them. However, psychologist-historians differ from psychological scientists in their relationship to their subject matter. Whereas the psychological scientist, at least theoretically, must attempt to remain detached from his or her research subject, the psychologist-historian “must care enough about it to make it come alive for others” (Leahey, 1987, p. viii). It is this difference and the intricacy of the subject matter that necessitate the attention and employment of psychologist-historians in every psychology department.

It has now become rare for departments of psychology to include faculty members who are generalists. In the past, the generalist was usually the one person in the department who had the “big picture” view of psychology; that is, the generalist could see how the various parts of psychology fit together. Such fitting is now best suited to the history of psychology. The historian of psychology serves a number of purposes. First, the historian of psychology teaches the history of psychology to undergraduate and graduate students. An important part of teaching the history of psychology is introducing students to historiography and helping them understand that historical research and inquiry are meaningful, systematic activities that can garner new knowledge and produce new synthesis (see Table 2 for other benefits to students). Despite the fact that there are many well-trained historians of psychology, this course is often taught by a person with an interest in the field but with sparse knowledge of new historical research methods and the literature that has been generated

TABLE 2. Ways in which historians of psychology help quicken the critical faculties of students

Theme	Methods
Orienting students	Guiding students as they attempt to integrate disparate topics they have encountered; helping them recognize and come to terms with the enormous conceptual and methodological diversity in the field of psychology.
Broadening awareness	Increasing students' awareness of other dimensions of the discipline: its institutional and organizational underpinnings, the role played by the sociocultural contexts of psychology, the politics of psychology, and the marginalization of groups and perspectives in psychology.
Critical analysis and evaluation	Assisting students as they develop their ability to critically assess the quality of information; discussions of the relative value of primary, secondary, and tertiary (and beyond) sources is essential in history courses and illuminating beyond the history course. The study of history enriches and potentially liberates psychologists and students because it supplies subject matter that gives background and context, intellectual perspective and outlook to what otherwise might be narrow professional activities.
Transcending preconceptions	A careful study of history can highlight the dangers of presentism (examining the past with the standards and sensibilities of the present) and the value of past-mindedness (situating accounts in their own context), and this lesson has implications for students' day-to-day interpersonal interactions and academic work.

with these methods. A best-case scenario is that he or she has an avid interest and the time and energy to devote to developing the course.

This lack of familiarity with current historical methods and literature perpetuates errors in the body of historical knowledge passed down to students in the discipline. Lack of formal study in the field can lead professors to choose textbooks that contain errors and misrepresent information to students. Roger Thomas (2007, p. 493) stated,

Many or perhaps most who teach the history of psychology do not do research in the history of psychology. Errors such as those revealed in the present work and in the work of others . . . point to the need to give careful consideration to the adoption of any textbook, especially when it addresses topics in the history of psychology. Less experienced teachers may want to consult more experienced teachers of history of psychology and may want, when possible, to read critical reviews of the textbooks they are considering.

Thomas also pointed out that any textbook is likely to contain errors, and the professional must

be able to recognize and correct the errors for the students. Because it is difficult to keep up with the literature in even one specialty area, the untrained history of psychology professor is unlikely to keep up with this additional area. Such an expectation is unreasonable and unlikely in this age of information overload.

Second, historians of psychology can help colleagues see the interconnections between specialty areas in psychology. With increasing specialization comes a strong tendency toward isolation. Psychologists tend to stick together within their own specialized area, and the result is a failure to see the bigger picture of psychology. Students and professionals in psychology often are exposed to the barest outlines of historical psychology without ever being allowed to delve more deeply. Imagine if every course informed students that Erikson had a theory of development but never explained what it was, or that although there is a statistic called a *z*-score it is really important only to learn the analysis of variance. This is similar to what has been occurring in students' historical education. They are offered names, theories, and possibly a paragraph or two of historical background in each course

throughout their degree but are rarely given the opportunity to understand the context in which a theory was derived or in which a person worked. For example, teachers and students of statistics rarely have the opportunity to consider the implications of the fact that the dominance of many statistical methods was often based on the political prowess of their originators and was shaped by the practical problem for which the statistic was developed (see Cowles, 2001; Porter, 1986). This information is important not only in its own right but also in the current and future professional's ability to think critically about the intellectual and political environment of psychology. Wayne Viney summarized it best by pointing out that "breadth of perspective should be an educational goal for all students of psychology and historical studies make unique contributions to such a goal" (Rutherford, 2004, p. 290). This is especially true when we consider that even the most seasoned professional remains a perpetual student of the ever-changing landscape of psychology.

The question professionals and students should be asking is not "Why does our department need a psychologist-historian?" but rather "Why don't we have one?" David Baker, director of the Archives for the History of American Psychology, reminds us that the first thing a clinician or counselor does is take a personal history, yet psychologists continue to question the value of their own (Prieto, 2001). Furumoto (1995, p. 126) took this line of reasoning a step further, asking the discipline as a whole to accept psychological "historicism as a legitimate approach to the production of knowledge." Perhaps it is time for hiring committees to recognize the invaluable inclusion of the trained psychologist-historian. The historian does not advocate a unified psychology but helps to elucidate the commonalities that run through all strands of psychological science and practice. Found in the history of psychology are a host of questions, assumptions, hypothesis, biases, beliefs, and practices that illuminate what it means to be human and to be a psychologist.

Becoming a psychologist-historian³

BECOMING EDUCATED.

There are many ways to become a professional, but most paths involve a period or program of education. As Dewsbury (2003) noted, many psychologist-

historians are originally trained in other specialties because of the small number of graduate programs in the discipline. Availability of formal graduate training remains limited, but some foundational programs exist, including those found at York University, the University of New Hampshire, the University of Calgary, and University College Dublin. In the last several years postdoctoral opportunities have also become available at such prestigious institutions as the Max Planck Institute (History of Science Division) and the University of Exeter. If you are already in a graduate program but are interested in receiving training in the area, do not despair. There are many psychologist-historians working in various graduate programs throughout North America and internationally. If you are a closet historian working in another area, then you can be sure that there is mentor who also specializes in your primary field waiting to hear from you. Many psychologist-historians are self-trained, and it may simply be a matter of taking the plunge and diving into the literature.

WHAT TO READ.

Many volumes have been written on the practice, theory, and methods of historical research (i.e., historiography). It is perilous to recommend only one or two of these sources to the beginning psychologist-historian because opinions and positions on how best to conduct history range very widely and are tied to theoretical allegiances. However, an accessible starting point is Ludmilla Jordanova's *History in Practice* (2006). The slightly more advanced student might consult Jan Golinski's *Making Natural Knowledge: Constructivism and the History of Science* (2005), which, as the title suggests, focuses more specifically on issues in conducting historical studies of science. As readers will quickly learn, the variability of skills required of the historian is equal to that of a seasoned experimentalist endowed with extensive knowledge of hermeneutics, discourse analysis, anthropology, sociology, and historicism. Gilderhus (2007, p. 133) summed it up this way:

For students of history, no matter whether novices or professionals, the responsibilities of reading, writing, and research hold special importance. As consumers and producers of scholarship, historians need to cultivate particular kinds of skills. Reading requires certain

powers of retention and synthesis, a capacity to work over large bodies of information and to establish a measure of intellectual possession. Writing calls for an ability to communicate clearly, in the case of history, in plain, jargon-free prose; and research compels, among other things, orderly, systematic, and imaginative forms of inquiry. The degree to which students of history can attain such capabilities will determine their successes or failures.

Puente, Matthews, and Brewer (1992, p. 3) summarized Robert Young and Thomas Leahey's rules of the new history of psychology:

Present mindedness must be replaced by past mindedness. Ceremonial history must give way to critical analysis. "Great men" approaches to history should give way to zeitgeist approaches. Primary sources and archival material should be used whenever possible.

Greene (1994, p. 95) included three important strategies for teachers to bestow on students in this new history: "Knowing how to establish a scholarly project by placing one's own ideas amidst what others have said. Citing sources as both intellectual and social touchstones. Justifying one's decisions in determining what is important."

We suggest that a systematic self-study of the history of psychology begin with two books: *A History of Experimental Psychology*, by E. G. Boring (1929, 1952), and *The Norton History of the Human Sciences*, by Roger Smith (1997). We recommend Boring because it put the history of psychology on the map, it influenced work in the field for half a century, it is the result of a prodigious amount of scholarly effort, and it represents a particular view of what psychology should be (i.e., narrowly scientific). In comparing Boring with Smith, the student will encounter different perspectives on what has been (historically) regarded as the appropriate content of psychology, the appropriate methods for the discipline, and even its appropriate moniker. Comparing these two works also raises historiographic issues such as the functions history serves for the discipline.

A third must-read is Brush's (1974) article "Should the History of Science Be Rated X?" (See Tables 3, 4, and 5 for additional resources.) This article raises

important issues about the role of critical history in science education. It presents many of the arguments both pro (e.g., historical analysis develops critical thinkers) and con (e.g., history is a diversion from the real work of the discipline; critical history undermines the lessons of scientific training) that future historians of psychology are likely to encounter if they teach the history of psychology in a psychology department.

JOINING SOCIETIES.

Professional societies offer insight and access to the field to both students and professionals. The United States, Canada, Britain, and Europe all have their own primary societies for the study of the history of psychology. The APA Division 26 (Society for the History of Psychology) is the best known to the American psychological community. The Canadian Psychological Association and the British Psychological Society both offer similar divisions encompassing history and philosophy. In addition, there are two highly respected international organizations. The first is Cheiron, the International Society for the History of Behavioral and Social Sciences, and the second is the European Society for the History of the Human Sciences. Each of these societies can be easily located through their Web sites.

PUBLISHING IN JOURNALS.

Publication opportunities are always a concern for psychologists, and psychologist-historians share this concern. Historical work can often be found in standard psychological journals such as the *American Journal of Psychology*, the *American Psychologist*, and *Teaching of Psychology*. There are several field-specific journals as well. A brief but by no means exhaustive list includes the journal *History of Psychology*, published by the APA's aforementioned Division 26, Society for the History of Psychology, the *Journal of the History of the Behavioral Sciences*, *History of the Human Sciences*, and *History and Philosophy of Psychology*, published by the British Psychological Society. Several history journals have cultivated a market for history of psychology, including the History of Science Society's journal *Isis* and the British *Journal for the History of Science*.

ACCESSING ARCHIVES (CLOSE TO HOME).

Today's historical researchers are finding that many primary sources are no longer available only in a dis-

TABLE 3. Additional books for beginning self-study

Title	Publication year	Authors
<i>Portraits of Pioneers of Psychology</i>	1991–2006 (6 volumes)	Gregory Kimble, Charlotte White, Michael Wertheimer, C. Alan Boneau, Donald Dewsbury, and Ludy Benjamin (Eds.) ^a
<i>From Séance to Science: A History of the Profession of Psychology in America</i>	2004	Ludy Benjamin and David Baker
<i>Even the Rat Was White: A Historical View of Psychology</i>	2003 (2nd edition)	Robert Guthrie
<i>Handbook of Psychology, Volume 1, History of Psychology</i>	2003	Donald Freedheim (Ed.) and Irving Weiner (Ed.)
<i>Models of Achievement: Reflections of Eminent Women in Psychology</i>	1983, 1988, 2001 (3 volumes)	Agnes O'Connell and Nancy Russo
<i>Evolving Perspectives on the History of Psychology</i>	2001	Wade Pickren (Ed.) and Donald Dewsbury (Ed.)
<i>Constructing the Subject: Historical Origins of Psychological Research</i>	1994	Kurt Danziger
<i>A Guide to Manuscript Collections in the History of Psychology and Related Areas</i>	1982	Michael Sokal and Patrice Rafail

^aEditors for each series varied. Order represents year of first appearance as editor. For search purposes Kimble is listed as first named editor for Volumes I–V and Dewsbury is first for Volume VI.

TABLE 4. Articles for beginners

Author	Year	Title	Published in
B. J. Lovett	2006	The new history of psychology: A review and critique	<i>History of Psychology</i> , 9(1), 17–37
C. J. Goodwin	1997	The vital role of psychology's history in introductory courses: An interview with Ludy T. Benjamin, Jr.	<i>Teaching of Psychology</i> , 24, 218–221
K. Danziger	1994	Does the history of psychology have a future?	<i>Theory and Psychology</i> , 4, 67–84
D. J. Coon	1992	Testing the limits of sense and science: American experimental psychologists combat spiritualism, 1880–1920	<i>American Psychologist</i> , 47, 143–151
L. Furumoto	1989	The new history of psychology. In I. S. Cohen (Ed.), <i>The G. Stanley Hall Lecture Series</i> (Vol. 9).	Washington, DC: American Psychological Association
R. Smith	1988	Does the history of psychology have a subject?	<i>History of Human Sciences</i> , 1, 147–177
J. M. O'Donnell	1979	The crisis of experimentalism in the 1920s: E. G. Boring and his uses of history	<i>American Psychologist</i> , 34, 289–295
R. I. Watson	1975	The history of psychology as a specialty: A personal view of its first 15 years	<i>Journal of the History of the Behavioral Sciences</i> , 11, 5–14
R. I. Watson	1966	The role and use of history in the psychology curriculum	<i>Journal of the History of the Behavioral Sciences</i> , 2, 64–69
R. I. Watson	1960	The history of psychology: A neglected area	<i>American Psychologist</i> , 15, 251–255

TABLE 5. Internet resources for beginners

Resource	Web site
Advances in the History of Psychology Blog	http://ahp.yorku.ca/
APA References on Teaching the History of Psychology	http://www.apa.org/archives/refthp.html
Classics in the History of Psychology	http://psychclassics.yorku.ca/
History and Theory of Psychology Student Network	http://www.yorku.ca/htnet/
Society for the Psychology of Women Heritage Site	http://www.psych.yorku.ca/femhop/
This Week in the History of Psychology podcast series	http://www.yorku.ca/christo/podcasts/

tant library but are also readily available within a few short clicks. The explosion in electronic archiving means that far more primary source material is available on the Internet than ever before. Scanning of archival documents, out-of-print books, gray literature, and other resources now provides round-the-clock access to a world of data. A variety of databases allow researchers to locate archival materials, and a number of important archives for psychologists have online information and search aids (see Table 6). Oral history interviews with important psychologists are increasingly becoming available online as well. For example, complete transcripts of interviews with Kenneth and Mamie Phipps Clark, two of the most important African American psychologists of the 20th century, are available at the Columbia Oral History Research Office Web site on Notable New Yorkers (see http://www.columbia.edu/cu/lweb/digital/collections/nny/notable_ny.html).

Electronic resources make it possible to introduce students at all levels to historical inquiry and research. As archival materials appear online, teachers can design activities that encourage students to use and learn the value of original source materials.

One example of such a project is to take textbook descriptions of classic experiments or historical figures that students have used in other courses, have them locate the original materials related to the excerpts (many classic papers are available online through the Classics in the History of Psychology Web site), and compare the accuracy and validity of the information and interpretation presented. Students should be asked to consider the cultural and generational context in which both the original document and the textbook were created and the effect these biases might have on the interpretation. The first author did this recently in a history and systems course with great results. In addition, students were asked to research and perform as historical figures at a mock conference where they were to interpret information and respond as they thought the figure would. Not only did the students explore historical online resources and increase their understanding of the value of primary sources, but they also learned how difficult it was to negotiate the dangers of presentism and linguistic misgivings in dealing with issues across multiple time periods.

It is important to understand that electronic

TABLE 6. Sampling of Web-based archival resources

Archival resources	Web site
Archive Grid	http://www.archivegrid.org/web/index.jsp
Archives of the History of American Psychology	http://www3.uakron.edu/ahap/
Archives of the American Psychological Association	http://www.apa.org/archives/
Library of Congress	http://www.loc.gov/rr/

resources are still far from complete, and accuracy remains a concern. A large proportion of archival material may never be available electronically. Overreliance on material that is available electronically could lead to incomplete research, and in reality nothing can replace the reliability and satisfaction of working with archival material in the archive itself. University archives or local municipal archives may contain material to support historical projects for the researcher who would like to undertake a historical project but has limited funds for travel. Many archives also offer grants for travel and expenses to support relevant projects. The Archives of the History of American Psychology in Akron, Ohio, is a treasure trove for historians of psychology and offers grants to help defray travel costs for researchers conducting relevant projects.

Conclusion: The future of the history of psychology

One of the ongoing tasks for historians of psychology is advocacy. The place of history of psychology remains tenuous within the psychology curriculum, and the discipline remains somewhat marginalized within the field. History tells us that forces far greater than the individual push and pull culture, and perhaps there is little we can do to influence the fate of the history of psychology, but there are enough examples of the power of the individual to shape events to give us hope. The power of the historical record to inform our thinking and guide our actions is something that everyone in psychology needs to know more about. Knowledge of the history of psychology makes us better students, teachers, citizens, and psychologists, and we need to find ways to convey this potential. There are many ways this can be done. We can advocate in our departments for courses and faculty in the history of psychology, we can lobby accrediting bodies such as the APA to include history as a core competency, and we can be good teachers. In the end we need to do as Roger Smith (2007) and others have done and explain why history matters. We hope this article has made one small step in this direction.

For the sake of fostering pluralism in psychology and retaining vitality and relevance, we must produce more historical analyses of marginalized groups and marginalized intellectual traditions in psychology. In particular, there would be great value

in exploring the following questions: What can we learn from history that would enable us to document the rigor and validity (and perhaps the necessity) of qualitative approaches to psychology? What can history tell us about how psychological knowledge is influenced by who produces it, under what circumstances, in which contexts, and using which methods? How have race, gender, sexual identity, and other constructs been handled by psychologists, and what effects has this had on the products, practices, and uses of psychology?

Finally, students need to be exposed to the history of the discipline at the beginning, middle, and end of their formal education. Offering one history and systems course over the duration of a degree program sounds sufficient, but it is not. The complex history and myriad nuances of our discipline cannot be adequately conveyed in one course. The trade-off for such limited exposure is often the exclusion of information about traditionally marginalized groups such as women and minorities. One way this could be addressed, besides additional courses, is through the inclusion of historical material in psychology textbooks written by experts and the greater employment of trained psychologist-historians in psychology departments.

In addition, psychology departments must be persuaded of the value of the historical method, a skill that must be learned but is rarely taught at the undergraduate level. Psychologists take great effort to train students in experimental techniques and technical writing; however, experiments and empirical papers represent only a fraction of the research and written work that psychology students will be asked to produce in the course of their professional careers. As teachers, researchers, and students, we must acquire and understand the critical analytic and interpretive skills that can be developed through the practice of historical research. Peter Stearns (2007) noted that historians must cultivate the ability to assess evidence, assess conflicting interpretations, and evaluate past examples of change. The practice of historical research, with the guidance of a trained psychologist-historian, would enable students to develop these professionally necessary abilities. Students must begin publishing from the outset. Analyzing, forming, and communicating critical arguments, interpreting

evidence, and evaluating current scientific claims in the context of their politics and history are some of the most crucial abilities we can provide the future psychologist.

We began this article by invoking Robert Watson's 40-year-old suggestion that the study of history was of particular salience to psychology. Along the way, we have substantiated this statement by explaining who psychologist-historians are, where they come from, why they are needed, how to join them, and where they are going, yet we find ourselves still wondering whether we have properly explained and resolved the apparent mystery of the discipline of the history of psychology. It occurs to us that our field is less a mystery than a well-kept secret. The secret is that the history of psychology and psychologist-historians offer the discipline of psychology and its practitioners a looking glass not only into the study of being human but also for its movement through the lens of psychology while providing an interpretation of how it encountered itself along the way. The only mystery appears to be why psychology has yet to fully recognize the salience of that endeavor.

NOTES

1. A specialized review of the history of clinical psychology is also available in the series *Annual Review of Clinical Psychology* (see Benjamin, 2005).

2. Two other chapters have focused on history or historical matters but with very different aims: Conrad Mueller's 1979 chapter, "Some Origins of Psychology as a Science," written on the occasion of psychology's 100th anniversary as dated from the opening of Wundt's Leipzig laboratory in 1879, and Dean Simonton's 2003 chapter, "Qualitative and Quantitative Analyses of Historical Data," which is more narrowly concerned with historiometry.

3. The first author of this article asked the seemingly simple question, "How do you become a psychologist-historian" of the second author 2 years ago. We decided that the question was best addressed by panel of psychologist-historians because there is never just one way to become a practitioner in any field. This led to a panel presentation at the 2007 APA convention in San Francisco aptly titled "How to Become a Psychologist-Historian: A Beginner's Guide." We were very fortunate to be joined by David B. Baker, director, Archives of the History of American Psychology, Akron, Ohio; James Capshaw, Indiana University at Bloomington; James Goodwin, Western Carolina University; Christopher D. Green, York University, Toronto, Ontario, Canada; Ann Johnson, University of Saint Thomas; Deborah Johnson, University of Southern Maine; and Elizabeth Johnston, Sarah

Lawrence College. The panel produced as many questions as it answered. Overwhelming interest and support for the APA event were the original inspiration for this article.

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